Thesis Guide

Master of Arts (Theology)
Master of Arts (Biblical Studies)
Master of Arts (Catholic Studies)

Prepared by the Educational Affairs Committee
Approved February 2013
Revised November 2018
# Table of Contents

The Process ................................................................................................................................. 1
  Introduction.............................................................................................................................. 1
  Goal ........................................................................................................................................ 1
  Objectives ............................................................................................................................... 1
  Requirements .......................................................................................................................... 1
  Orientation to the Thesis Writing Process .............................................................................. 2
  Choosing a Topic and Thesis Advisor ..................................................................................... 2
  Thesis Seminar ....................................................................................................................... 2
  Registration for Thesis Advising ............................................................................................. 3
  Thesis Development and Completion Deadlines ...................................................................... 3
  Thesis Readers ......................................................................................................................... 4
  Thesis Defense ......................................................................................................................... 4
  Time Limit and Extension ....................................................................................................... 4
  Master’s Thesis Proposal Form ............................................................................................... 5

Thesis Formatting Guide ........................................................................................................... 6
  Introduction ............................................................................................................................. 6
  Citations ................................................................................................................................. 6
  Recommended Technology ...................................................................................................... 6
  Order of elements .................................................................................................................... 7
  Thesis Formatting Checklist .................................................................................................... 8

Thesis Deposit ........................................................................................................................... 10
  Graduation Requirement ........................................................................................................ 10
  OhioLINK Electronic Theses & Dissertations Center ............................................................. 10

Evaluation of MA Research ..................................................................................................... 11
  Assessment of Master’s Thesis by the Thesis Director ........................................................... 11
  Assessment of Master’s Thesis Defense by the Three-Member Examination Board ............ 11
  Rubric for Assessment of Master’s Thesis and Defense .......................................................... 12
The Process

Introduction

The purpose of this guide is to assist students writing a thesis for the degrees Masters of Arts in Theology, Biblical Studies, or Catholic Studies.

Goal

Master’s-level research is to arrive at an accurate understanding of the current state of scholarly discussion on a topic and to defend a position in relation to it. Therefore, the research will include both an analysis of the current scholarly perspectives on one’s topic and an argument for one of those perspectives thereby presenting a well-written and well-structured document that draws conclusions from the sources. The work will show mastery of the thesis question and how it fits within the larger field of study.

Objectives

• Demonstrate a solid grasp of theological/exegetical issues of a particular topic chosen by the student under the guidance of a professor.
• Demonstrate familiarity with primary and secondary sources.
• Demonstrate competence with the tools and methods of theological research including the ability to consult, utilize, and evaluate primary texts and scholarly literature.
• Demonstrate the ability to exercise sound theological judgments involving analysis, comparison, and/or criticism; and to draw appropriate and accurate conclusions.
• Demonstrate the ability to communicate according to scholarly conventions by producing a work in good form and style.

Requirements

• Research a topic in one area of the curriculum.
  o For MAT, biblical studies, Christian living, historical theology/church history, systematic theology or some combination of these areas.
  o For MAB, research a topic in some area of biblical studies. Requires some use of either Hebrew or Greek.
  o For MACS, research topic in some area of the Catholic intellectual tradition. (Note that MACS students need not complete a thesis to earn the degree. A written comprehensive exam can substitute for the thesis).
• Write a thesis of 50-70 pages in length (not counting the title page, table of contents, bibliography or other preliminary and end materials). No thesis over 70 pages will be accepted for defense.
• Register for 2 credit hours of thesis guidance for two consecutive semesters (4 credit hours total), the terms in which the majority of writing and research will be completed.
Orientation to the Thesis Writing Process

Students must attend an orientation, ordinarily held in the evening during the autumn semester. A student should attend the seminar during the beginning of his or her studies (for seminarians seeking the MAT or MAB, the autumn of their second theology year; for seminarians seeking the MACS, the spring of their first year of pre-theology; for lay students, by the time they have completed approximately 10 hours of coursework). The purpose of the seminar is to outline the process for writing the thesis.

Choosing a Topic and Thesis Advisor

After attending the thesis orientation, the student chooses a field of study (Biblical, Systematic, Moral, Sacramental, etc.) as well as a thesis advisor. Since potential ideas for the thesis often occur through coursework and prospective topics are best explored by consulting professors in a particular area of interest, at this stage the student should contact a potential thesis advisor. An advisor should ordinarily be a full-time member of the Athenaeum faculty who teaches in the area in which the student wishes to do research. If the student has difficulty finding an advisor, the Special Studies Dean will provide further direction.

The thesis advisor provides guidance to the student on the content of the thesis. The advisor meets with the student (responsibility for pursuing meetings rests with the student) to help the student develop the topic and frame the question with an appropriate scope. After initial exploration of a topic, the advisor helps shape a bibliography, reviews and provides commentary on drafts of the chapters, and ultimately decides when the student’s thesis is acceptable.

For the seminarian, a topic and advisor should be chosen by the end of his fourth semester of classes (spring of second theology year); for the lay student, by the time he or she has completed approximately 15 hours of coursework. A proposal form (available from the Dean’s Office) indicating the topic/advisor with the student’s and advisor’s signatures is submitted to the Special Studies Dean for approval. If the student is a seminarian pursuing a second degree (in addition to the M.Div.), he also completes the application for entrance into the Master’s program at this time.

Thesis Seminar

Once a topic and advisor have been approved, each student writing a thesis must enroll in a 1 credit-hour pass/fail Master’s thesis seminar. For seminarians seeking the MAT or MAB, the seminar is taken in the fifth semester of classes (the autumn of their third theology year); for seminarians seeking the MACS, the seminar is taken in the autumn of their second year of pre-theology; for lay students, the seminar is taken after they have completed approximately 15 hours of coursework or judge themselves ready to begin thesis research and writing.
This seminar is primarily methodological. It treats of the nature of a master’s thesis and the manner of presenting the written work. Over the course of the semester, the student will be required to:

- Develop a thesis statement;
- Complete initial research and compile an initial bibliography under the supervision of the thesis advisor and submitted to the seminar facilitator (mid-semester);
- Create an outline approved by the thesis advisor and submitted to the seminar facilitator (mid-late semester);
- Create a written summary of the thesis and a timeline approved by the thesis advisor.

The written summary (précis) and bibliography will be presented in the seminar along with an oral presentation of the proposed work (end of the semester).

**Registration for Thesis Advising**

In the semester following the thesis seminar, ordinarily the student should register for thesis advising through the Registrar’s Office. The student registers for advising for two semesters (2 credit hours for each of 2 semesters; 4 credits total). Ordinarily, one registers for thesis advising for consecutive semesters, the semesters in which the majority of writing and research will be completed. For the seminarian seeking the MAT or MAB, he enrolls in thesis advising during their sixth semester (spring of their third theology year) and seventh semester (autumn of their fourth theology year). For the seminarian seeking the MACS, he enrolls in thesis advising during both semesters of the second year of pre-theology. During these semesters, the student will work closely with his or her advisor to develop the thesis. The advisor assigns a grade at the end of the semester based on the quality of work and completion of timeline goals.

**Thesis Development and Completion Deadlines**

During the two semesters of thesis advising, the advisor and student will meet on a regular basis to evaluate the progress of research. They will agree upon a timeline of research and chapter submission. The student will submit pages or chapters to the advisor on a regular basis. The advisor will suggest revisions to drafts of the text throughout the process. It is the student’s responsibility to regularly proofread the pages, avoiding typographical errors or errors with respect to citation and references.

For students seeking the MAT or MAB, a complete draft of the thesis should be submitted to the thesis advisor and second reader by October 15 of the academic year in which the student hopes to graduate (for seminarians, during the students’ seventh semester, or autumn of their fourth theology year). After receiving comments and corrections, the student is to submit a corrected draft of the thesis to the advisor and readers by November 1. The readers’ comments are submitted to advisor and student by November 15. For MACS students, this timeline may be adapted.
The advisor is responsible for evaluating if the thesis is suitable for defense and giving final approval for submission. Once deemed acceptable by the advisor, three printed copies of the final defense-ready thesis must be submitted to Special Studies Dean by the last day of the autumn semester (for seminarians, the seventh semester, or autumn of their fourth theology year; for lay students, the final day of the semester in the semester prior to graduation).

**Thesis Readers**

In addition to the advisor, the thesis examining board consists of two readers (second and third reader). The readers assist the advisor in evaluating the material. At the time that a student enrolls in thesis advising, the second reader is assigned by the Special Studies Dean. The second reader examines the chapters of the thesis as they are written and provides feedback to the student via the thesis advisor. At the time that a complete draft is submitted, a third reader is named by the Special Studies Dean. The third reader examines only the complete thesis.

**Thesis Defense**

After having received approval of the paper from the thesis advisor and second reader, the student will approach the Special Studies Dean to arrange for a public defense of the research. The student supplies three copies of the thesis to the dean who provides copies to the examining board. The examination board is encouraged to meet prior to the defense to discuss the thesis.

The Special Studies Dean will work with the student and examining board to find a mutually agreeable date and time for the defense. The thesis defense does not need to be held at the same time as the written part of the comprehensive exam. The defense will ordinarily take place before February 15 of the student’s final semester before graduation.

The defense begins with the student offering a 10-15 minute summary of his or her findings. Then he or she answers questions that the panel has about the thesis. Typically there are two rounds of questions from faculty members with each faculty member spending five to ten minutes per round examining the student. The defense will be about an hour in length.

At the conclusion of the defense, faculty members confer to discuss whether the student has successfully defended the thesis. All faculty members sign the grade sheet which is submitted to the registrar. The Special Studies Dean conveys the result to the student.

**Time Limit and Extension**

Students are required to complete the degree within five years from the time of admission. This five year period includes the writing of the thesis. An extension may be granted by the Admissions and Degrees Committee.
Master’s Thesis Proposal Form

Please obtain an official copy of this form from the Dean’s Office

Student ____________________________  Thesis Director ___________________________

Provisional Thesis Title _______________________________________________________

Thesis Seminar Completed (semester and year) ________________________________

Please indicate which two semesters you intend to register for thesis advising (2 credits/semester)

Fall / Spring / Summer of 20___  &  Fall / Spring / Summer of 20___

Thesis Abstract (a clear succinct statement of the research question; 100 – 250 words)

Provisional Timeline for Completion:

Completed Draft by (date) _____________  Defense by (date) ______________

Select Bibliography (at least 5 sources; may change as the student progresses with research)

1. _______________________________________________________________________

2. _______________________________________________________________________

3. _______________________________________________________________________

4. _______________________________________________________________________

5. _______________________________________________________________________

_______________________________  __________________________  __________________________
Student Signature              Director Signature                  Dean Signature
Thesis Formatting Guide

Introduction

Librarians are available to assist you with thesis research, writing, formatting, and citation questions. Please contact the library for assistance at 513-233-6136 or:

- Connie Song – csong@athenaeum.edu (available Mon-Fri)
- Claire Ballinger – cballinger@athenaeum.edu (available Wed-Fri)

For guidance on formatting and style questions not answered in this guide (including questions on punctuation, capitalization, abbreviation, citation, etc.), consult a style manual such as Strunk and White\(^1\) or Turabian.\(^2\)

There are many online guides to research, writing, and grammar. We suggest http://advice.writing.utoronto.ca.

Recommended books for research and writing available at Maly Library:

- *A Manual for Writers of Research Papers, Theses, and Dissertations* by Kate L. Turabian (Reference section 808.02 T929 2013)
- *Research strategies: finding your way through the information fog* by William Badke (Reference section 020.72 B136 2017)
- *From topic to thesis: a guide to theological research* by Michael Kibbe (230.072 K46)

Citations

The Athenaeum uses Turabian Notes-Bibliography style for its theses. Please see the PDF file Athenaeum Citation Guide at http://library.athenaeum.edu/citation for details and examples.

Recommended Technology

**MS Word**

The library has created a thesis template in MS Word with all the correct formatting along with notes and explanations. It is highly recommend that you use it. Download the template at: http://library.athenaeum.edu/thesis. The library has also created short MS Word video tutorials on page numbering, styles, table of contents, etc. at http://library.athenaeum.edu/word.

**ZOTERO**

Zotero is highly recommended for managing and creating citations and bibliographies. See http://library.athenaeum.edu/zotero for instructions on downloading and using it. There are other citation managers available, but this one is free and the librarians can help you use it.

---


**BACKING UP YOUR WORK**

Before you type your first word, have a backup system in place that you will actually use regularly and automatically. Be sure to save your work in at least two places, preferably three. A few suggestions: internal hard drive, external hard drive, USB flash drive, Dropbox, Google Drive, email yourself a copy, etc.

**Order of elements**

This chart summarizes the elements in the thesis and how they are to be paginated. Required elements are noted. All other elements are optional. Note that only those items placed after the Table of Contents must be listed in the Table of Contents. For more details on the optional elements, please see Turabian.

<table>
<thead>
<tr>
<th>Page Title</th>
<th>Page number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title Page (REQUIRED)</td>
<td>no number</td>
</tr>
<tr>
<td>Abstract (REQUIRED)</td>
<td>no number</td>
</tr>
<tr>
<td>Approval Page (REQUIRED)</td>
<td>iii; at center bottom of page.</td>
</tr>
<tr>
<td>Preliminary materials</td>
<td>Use lowercase Roman numerals.</td>
</tr>
<tr>
<td>Dedication</td>
<td>Be sure to count the title</td>
</tr>
<tr>
<td>Epigraph</td>
<td>page, abstract and approval</td>
</tr>
<tr>
<td>Table of Contents (REQUIRED)</td>
<td>page as the first three</td>
</tr>
<tr>
<td>List of Illustrations</td>
<td>pages. Begin numbering the</td>
</tr>
<tr>
<td>List of Tables</td>
<td>preliminary materials with</td>
</tr>
<tr>
<td>List of Abbreviations (may alternately</td>
<td>iv, v, vi, etc.</td>
</tr>
<tr>
<td>appear in end matter)</td>
<td>Place at center bottom of</td>
</tr>
<tr>
<td>Foreword</td>
<td>page.</td>
</tr>
<tr>
<td>Preface</td>
<td></td>
</tr>
<tr>
<td>Acknowledgement</td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>1, 2, 3, etc. at center</td>
</tr>
<tr>
<td>Body of Text (REQUIRED)</td>
<td>bottom of page.</td>
</tr>
<tr>
<td>End matter</td>
<td></td>
</tr>
<tr>
<td>Appendix(es)</td>
<td>Continue consecutive</td>
</tr>
<tr>
<td>Glossary</td>
<td>numbering at center bottom</td>
</tr>
<tr>
<td>List of Abbreviations (may alternately</td>
<td>of page.</td>
</tr>
<tr>
<td>appear in preliminary materials)</td>
<td></td>
</tr>
<tr>
<td>Bibliography (REQUIRED)</td>
<td></td>
</tr>
</tbody>
</table>
Thesis Formatting Checklist

**ENTIRE DOCUMENT**

☐ The thesis has a strict range of 50-70 pages in length (not counting the title page, table of contents, bibliography or other preliminary and end materials).

☐ Margins are 1” on the top, right, and bottom; 1.5” on the left (this is the binding edge).

☐ All text, including page numbers, chapter titles, and block quotes, are in Times New Roman 12 pt. Footnotes are in Times New Roman 10 pt.

☐ Paragraphs are justified (indicated by \= in MS Word) except the title page. The first line of a paragraph is indented 0.50”. There are no spaces between paragraphs except before a new subheading.

☐ Headings and subheadings levels are consistent throughout the document. There should be differentiation between the levels, e.g. bold for first heading, italics for second, underlining for third.

☐ All chapters or first headings begin on a new page; subheadings do not begin on a new page unless they are “orphans,” i.e. the last line on a page (if this occurs then place that subheading on the next page).

☐ Proofread your manuscript carefully for grammar, spelling, and punctuation errors as well as overall readability and flow and adherence to this checklist. It would be advisable to have another person or two proofread it too.

**TITLE PAGE**

☐ All parts of the title page are centered and double spaced.

☐ The phrasing and spacing on the title page is exactly as specified in the thesis template.

☐ The author name on the title page is the “name of record,” i.e. your official name as recorded by the registrar.

☐ The author name does not include titles (Rev., Rev. Mr., Dr., Esq., etc.) or organizational affiliations (your diocese, your employer, etc.).

☐ The date is the month and year that you deposit the thesis with the library (not the defense or graduation date).

☐ Title page is unnumbered.

**ABSTRACT**

☐ Abstract text is double-spaced and limited to one page.

☐ Abstract page is unnumbered.

**PAGE NUMBERING**

☐ The approval page is numbered “iii” and other preliminary pages (Dedication, Contents, Abbreviations, etc.) are given a Roman numeral.

☐ The main body of text (Introduction, Chapter 1, etc.) begins on page “1.” Arabic numbering continues to the end of the thesis, including the bibliography.

☐ Page number position on each page is bottom center.


**Table of Contents**

- Only items that follow the Table of Contents (TOC) are included on the contents page. Title page, abstract, approval page, and dedication are not listed in the TOC.
- Headings, titles, or captions are listed in the TOC exactly as written in the main document, with consistent capitalization and hierarchy indentation, and page numbers have been verified.

**Main Body of Text**

- Double space all text except block quotes.
- Quotes comprising 4 or more lines should be set apart in a block quote: single spaced with a 0.50” indent on both right and left; no quotes at the beginning or end of the block quote.
- Use ellipses to indicate omitted text within a quote. Ellipses consist of alternating 3 spaces and 3 periods such as . . .

**Citations**

- Follow Turabian’s bibliography/notes format: sources in the body of your paper are cited as footnotes.
- Footnotes are single spaced. The first line is indented 0.50”.
- Most titles of works should use headline-style capitalization, i.e. first word of title and subtitle is capitalized and every other word is capitalized except the words to or as, articles (a, an, the), conjunctions (and, but, or, nor, for) and prepositions (of, in, at, above, under). The latter are capitalized when they are used as adverbs or adjectives.
- If a book is a 1st ed. or Enlarged ed., do not add that information in the citation.
- If a book is a 2nd ed. or has other substantial content changes (may be noted by Rev. ed.), add that to the citation.
- If there are two or more cities listed for your source, include only the first.
- If the city of publication might be unknown or confused with another city, add the state abbreviation, province, or country. When the publisher’s name includes the state name, no state abbreviation is needed.
- No state abbreviation is needed for well-known cities of publication such as: Boston, Cambridge, Chicago, London, New York, San Francisco, etc.
- Regarding the name of the publisher, list it as shown on the title page but omit initial The or abbreviations such as Inc., Ltd, Co., & Co. and Publishing Co.

**Bibliography**

- Follow Turabian’s bibliography/notes format: all cited references are listed at the end of the thesis in a bibliography, usually in alphabetical order by author last name or title (if no author).
- Each entry in the bibliography is single spaced within the entry, double spaced between entries. Hanging line indentation is 0.50” (i.e. all lines except the first line are indented 0.50”).
- If the same author (or the same group of authors) has more than one title in the bibliography, list their name(s) with the first title only. Under the subsequent titles, in place of their name(s), use a 3-em dash. To make a 3-em dash: press CTRL, ALT, and the minus sign (on the number pad) three times.
Thesis Deposit

Graduation Requirement

To fulfill the graduation requirements and obtain your degree, you must deposit a final electronic copy of your thesis with the library:

- As soon as possible after the defense, make any corrections suggested by the examining board.
- Proofread your manuscript a final time.
- E-mail your complete, final copy to the Library Director at csong@athenaeum.edu.
  - MS Word format is preferred.
  - PDF format is also acceptable.
- You must deposit your thesis within one month after your defense and at least one week before graduation.

The Maly Library will print and bind one copy of your thesis to keep in the library collection.

If you would like to have a bound personal copy of your thesis, there are several online vendors from which to choose. We have had good experiences with the ones below:

- http://thesisondemand.com
- http://www.lulu.com

OhioLINK Electronic Theses & Dissertations Center

Upon the recommendation of the thesis defense panel and the permission of the student, a thesis may be added to OhioLINK’s Electronic Theses & Dissertations Center (ETD). If the thesis is approved for inclusion in the ETD, the student will submit it online with the help of the Maly Library staff. When submitting a thesis to the ETD, you give OhioLINK and the Athenaeum of Ohio permission to make your work available for open access on the Internet, including access through major Internet search engines.
Evaluation of MA Research

Assessment of Master’s Thesis by the Thesis Director

The thesis director is asked to evaluate the thesis and provide via the web portal (http://www.athenaeum.edu/Admin) a letter grade for the thesis (excluding the oral defense) according to the following grading scale:

A (95-100) High achievement and initiative
A- (93-94) High achievement.
B+ (89-92) Above average, approaching high achievement.
B (85-88) Average performance, clearly acceptable at the graduate level.
C+ (81-84) Somewhat below average.
C (77-80) Work of questionable acceptability.
D (70-76) Inadequate for graduate level work.
F (< 69) Poor.

*In deciding upon a grade, the director should consider the “Rubric for Assessment of Master’s Thesis and Defense.”

Assessment of Master's Thesis Defense by the Three-Member Examination Board

The thesis examination consists of a 30-minute defense of the thesis. The board will consist of the thesis director and two additional faculty selected by the Dean.

The three-member thesis board is asked to come to a consensus on a combined grade for the student’s thesis and his/her oral comprehensive exam. The thesis board is to provide a grade of 1 to 5 (with 3, 4, and 5 being passing grades) according to the following scale:

5 – Excellent
4 – Very good
3 – Adequate
2 – Inadequate
1 – Poor

*In deciding upon a grade, the board members should consider the “Rubric for Assessment of Master’s Thesis and Defense.”
Rubric for Assessment of Master's Thesis and Defense

The thesis is to be judged according to 1) a clearly identified thesis statement; 2) research methodology; 3) use of sources; 4) sufficient support for the thesis; 5) organization of paper, including writing style and citation format; and 6) the oral defense.

1) Thesis Statement

<table>
<thead>
<tr>
<th>Points</th>
<th>Performance Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 = A (93-100)</td>
<td>Excellent</td>
<td>Thesis precisely and succinctly stated; sub problems identified; multiple perspectives on the problem presented; specific hypotheses or questions addressed; limitations of thesis explained; terms defined; author's interests, assumptions, and/or biases made explicit.</td>
</tr>
<tr>
<td>4 = B (85-92)</td>
<td>Very good</td>
<td></td>
</tr>
<tr>
<td>3 = C (77-84)</td>
<td>Adequate</td>
<td>Thesis clearly stated; scope of problem explained; hypotheses or questions addressed; terms clearly defined.</td>
</tr>
<tr>
<td>2 = D (70-76)</td>
<td>Inadequate</td>
<td></td>
</tr>
<tr>
<td>1 = F (&lt;70)</td>
<td>Poor</td>
<td>Thesis unclear, unfocused; hypotheses or questions not well developed; problem too complex.</td>
</tr>
</tbody>
</table>

2) Methodology

<table>
<thead>
<tr>
<th>Points</th>
<th>Performance Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 = A (93-100)</td>
<td>Excellent</td>
<td>Methodological issues discussed in detail and choice of method for the research justified; strengths and limitations of research method clearly recognized.</td>
</tr>
<tr>
<td>4 = B (85-92)</td>
<td>Very good</td>
<td></td>
</tr>
<tr>
<td>3 = C (77-84)</td>
<td>Adequate</td>
<td>Methodology clearly stated, followed consistently, and appropriate to the research.</td>
</tr>
<tr>
<td>2 = D (70-76)</td>
<td>Inadequate</td>
<td></td>
</tr>
<tr>
<td>1 = F (&lt;70)</td>
<td>Poor</td>
<td>Methodology vague, inconsistent or inappropriate.</td>
</tr>
</tbody>
</table>
3) Use of Sources

<table>
<thead>
<tr>
<th>Points</th>
<th>Performance Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 = A  (93-100)</td>
<td>Excellent</td>
<td>Insightful use of primary and secondary sources, [and biblical text in original language for MAB]; history of research on the topic presented, including the current state of scholarship; different perspectives on the topic discussed; outstanding issues identified.</td>
</tr>
<tr>
<td>4 = B  (85-92)</td>
<td>Very good</td>
<td></td>
</tr>
<tr>
<td>3 = C  (77-84)</td>
<td>Adequate</td>
<td>Balanced use of primary and secondary sources; [appropriate use of biblical text in original language for MAB]; current state of scholarship on the topic described and summarized.</td>
</tr>
<tr>
<td>2 = D  (70-76)</td>
<td>Inadequate</td>
<td></td>
</tr>
<tr>
<td>1 = F  (&lt;70)</td>
<td>Poor</td>
<td>Either primary or secondary sources not used; [biblical text in originals language not used for MAB]; sources misunderstood or used inappropriately; incomplete description of the current state of scholarship on the topic.</td>
</tr>
</tbody>
</table>

4) Support for Thesis

<table>
<thead>
<tr>
<th>Points</th>
<th>Performance Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 = A  (93-100)</td>
<td>Excellent</td>
<td>Convincing arguments for positions taken; all objections answered fully.</td>
</tr>
<tr>
<td>4 = B  (85-92)</td>
<td>Very good</td>
<td></td>
</tr>
<tr>
<td>3 = C  (77-84)</td>
<td>Adequate</td>
<td>Logical arguments given for positions taken; objections answered.</td>
</tr>
<tr>
<td>2 = D  (70-76)</td>
<td>Inadequate</td>
<td></td>
</tr>
<tr>
<td>1 = F  (&lt;70)</td>
<td>Poor</td>
<td>Arguments illogical or otherwise inept; objections to position not answered.</td>
</tr>
</tbody>
</table>

5) Organization of Paper, Writing Style, Citation Format

<table>
<thead>
<tr>
<th>Points</th>
<th>Performance Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 = A  (93-100)</td>
<td>Excellent</td>
<td>Paper clearly structured, with all parts contributing to the argument of the whole; free from grammatical and spelling errors, and word processing errors; in language precise and effective in conveying understanding to the reader; citations according to K. Turabian, Manual for Writers.</td>
</tr>
<tr>
<td>4 = B  (85-92)</td>
<td>Very good</td>
<td></td>
</tr>
<tr>
<td>3 = C  (77-84)</td>
<td>Adequate</td>
<td>Research and and conclusions presented in logical order; paper clearly written; citations according to K. Turabian, Manual for Writers.</td>
</tr>
<tr>
<td>2 = D  (70-76)</td>
<td>Inadequate</td>
<td></td>
</tr>
<tr>
<td>1 = F  (&lt;70)</td>
<td>Poor</td>
<td>Paper poorly organized; excessive grammatical and spelling errors, or word processing errors; citations not according to K. Turabian, Manual for Writers.</td>
</tr>
</tbody>
</table>
6) Oral Thesis Defense

<table>
<thead>
<tr>
<th>Points</th>
<th>Performance Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 = A</td>
<td>Excellent</td>
<td>Convincing arguments for positions taken; questions answered fully.</td>
</tr>
<tr>
<td>(93-100)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 = B</td>
<td>Very good</td>
<td></td>
</tr>
<tr>
<td>(85-92)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 = C</td>
<td>Adequate</td>
<td>Logical arguments given for positions taken; questions adequately answered.</td>
</tr>
<tr>
<td>(77-84)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 = D</td>
<td>Inadequate</td>
<td></td>
</tr>
<tr>
<td>(70-76)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 = F</td>
<td>Poor</td>
<td>Arguments illogical or otherwise inept; questions not answered.</td>
</tr>
<tr>
<td>(&lt;70)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overall Assessment**

<table>
<thead>
<tr>
<th>Points</th>
<th>Performance Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 = A</td>
<td>Excellent</td>
<td>Thesis precisely stated; methodology presented in detail; insightful use of sources; convincing arguments; paper/responses very well presented.</td>
</tr>
<tr>
<td>(93-100)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 = B</td>
<td>Very good</td>
<td></td>
</tr>
<tr>
<td>(85-92)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 = C</td>
<td>Adequate</td>
<td>Thesis and methodology clear; balanced use of sources; logical arguments; paper/responses orderly and clear.</td>
</tr>
<tr>
<td>(77-84)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 = D</td>
<td>Inadequate</td>
<td></td>
</tr>
<tr>
<td>(70-76)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 = F</td>
<td>Poor</td>
<td>Thesis unclear; methodology vague; sources not used or misused; arguments unconvincing; paper/responses disorganized.</td>
</tr>
<tr>
<td>(&lt;70)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Members of the Educational Affairs Committee (2017-2018):

Members: Rev. Steven Beseau, Rev. Paul Keller; Seminary Rep: Mr. Ambrose Dobroszi; Special Studies Rep: Mr. Nathan Beiersdorfer; *ex officio*: Rev. David Endres, Mr. Nicholas Jobe, Mrs. Connie Song, Mrs. Barb Yoder.